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ABSTRACT

The Youth Development Project is a school-based delinquency prevention project which incorporates intervention strategies of social skills training, student team learning, and community liaison between home and school. Subjects in the project are fourth, fifth, and sixth graders of one experimental (N=315) and one comparison (N=196) elementary school in Hilo, Hawaii. Data were collected from: (1) surveys and questionnaires completed by teachers, students, and parents; (2) direct classroom observations of students' time on task, disturbing others, and interactions with teachers and peers; (3) archival data from school records on absenteeism, tardiness, disciplinary referrals, and grade point average (GPA); and (4) anecdotal information from teachers and parents. The results revealed no strong relationship between the intervention and the dependent variables of classroom behavior, GPA, disciplinary referrals, and self-concept. Anecdotal and survey data from parents, teachers, and students did, however, indicate that social skills training and student team learning were useful school activities. Despite numerous problems with internal validity, the Youth Development Project may contribute valuable information to the understanding of delinquency prevention. Within the text there are many tables analyzing survey results and numerous figures (bar graphs). The appendixes consist of student, teacher, and parent surveys; classroom observation procedures; and a summary of narrative responses from the teacher survey. (NB)

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YOUTH DEVELOPMENT PROJECT:

FIRST YEAR EVALUATION REPORT

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YOUTH DEVELOPMENT
& RESEARCH CENTER

REPORT NO. 321

JANUARY 1986

YOUTH DEVELOPMENT PROJECT:

FIRST YEAR EVALUATION REPORT

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YOUTH DEVELOPMENT PROJECT:
FIRST YEAR EVALUATION REPORT

Introduction

The pilot Youth Development Project is a school-based delinquency prevention project. It incorporates three strategies of intervention: 1) social skills training, 2) student team learning, and 3) community liaison between home and school. These strategies are described in detail in "Youth Development Project: Preventive Intervention in Delinquency, Revised Project Description" (Technical Report No. 317, July, 1985). The project is an undertaking of the Youth Development and Research Center, School of Social Work, University of Hawaii-Manoa, and the Hawaii State Department of Education, Hawaii District. Cooperative services have also been secured from Third Circuit Family Court and other community agencies in Hilo, Hawaii.

This report summarizes the first year data (i.e., 1984-85 school year) and assesses the effects of intervention. The data presented here reflect school-based social skills training and student team learning only. The community liaison component will not be in place until the close of the second year of intervention, and thus has had little impact.

Procedures

Subjects

Subjects in the project are students in the fourth, fifth, and sixth grades of two elementary schools, one experimental and the other a comparison school, in Hilo, Hawaii. These schools

were selected as an outcome of a preliminary study (Omura, Manos, & O'Donnell, 1984) which identified feeder schools to high delinquency rate intermediate and high schools in the area. The fourth through sixth grades were selected because delinquency activity tends to emerge noticeably in early adolescence; thus, prevention should occur prior to this time. Total numbers of students were: fourth grade, N=153 (E-101, C-52); fifth grade, N=193 (E-115, C-78); and sixth grade, N=165 (E-99, C-66). During the project year attrition was high in the comparison school reducing the size of the cohort. Total numbers are included in the Results section.

Sources of Data

This report summarizes statistical data from four general sources: 1) surveys and questionnaires; 2) direct classroom observations; 3) archival data; and 4) anecdotal information.

Surveys and Questionnaires. Teachers in the experimental and comparison schools completed the Behavior Problem Checklist, a rating scale designed to describe behavior problems in children (Peterson & Quay, 1967), and students in both schools completed the Pier's-Harris Self-Concept Scale (Piers & Harris, 1969) in April/May, 1984 (the school year prior to intervention) and again in April/May of the first intervention year (1985). In addition, in May, 1985, students, teachers, and parents of the experimental school completed questionnaires related to their satisfaction with participating in the project. These surveys are provided in Appendix A.

Classroom Observations. Observations of student behavior were made of all experimental and comparison classes in four rounds roughly corresponding to the schools' quarterly grading periods. Time on-task, disturbing others, and appropriate social interactions with teacher and peers are reported here. Off-task, out of seat and other deviant behavior were also collected but are not relevant to this analysis. Operational definitions of behaviors are provided in Appendix B. An interval recording method, 30 second intervals, was used.

Archival Data. Information collected from school records and used in analysis was absenteeism, tardiness, disciplinary referrals and grade point average.

Anecdotal Information. Over the year of intervention, teachers periodically submitted anecdotal notes which described their observations of students in cooperative learning groups and in various social situations in and out of the classroom. Also, teachers and parents reported the comments made by friends and colleagues not directly associated with the project. These were collected and summarized.

Experimental Design and Data Analysis

A nonequivalent control group design (Campbell & Stanley, 1963) was used in this study. Grade level comparisons were made between groups using analysis of covariance with the pretest as the covariate for the Behavior Problem Checklist (Peterson & Quay, 1967) and Pier's-Harris Self-Concept Scale (Piers & Harris, 1969).

Classroom observations were compared through t-tests and by graphic presentation. Results of surveys are summarized in narrative.

Results

Experimental and control group students were compared along the four sources of data discussed above. Findings are presented below.

Surveys and Questionnaires

Results of the ANCOVA with the pretest as covariate for the Behavior Problem Checklist and Pier's-Harris Self-Concept Scale are presented in Tables 1 and 2; means are presented in Table 3.

Results are in the opposite direction expected (i.e., supports comparison school rather than experimental school) in the 4th grade BPC and in the 5th grade Pier's-Harris. Results are in the expected direction in the 5th and 6th grade BPC. At best, these scales showed inconsistent results and are likely to be insensitive measures of intervention.

Table 1

SUMMARY OF ANCOVA FOR BEHAVIOR PROBLEM CHECKLIST ACROSS GRADES

Grade	Source	SS	df	MS	F
4	School	8052.62	2	4026.31	47.14**
	Error	12212.89	143	85.40	
	Corrected Total	20265.51	145		
5	School	4024.20	2	2012.10	35.14*
	Error	10535.97	184	57.26	
	Corrected Total	14560.17	186		
6	School	2087.28	2	1043.64	11.93*
	Error	13467.97	154	87.45	
	Corrected Total	1555.24	156		

*p<.05
**p<.0001

Table 2

SUMMARY OF ANCOVA FOR PIER'S-HARRIS SCALE ACROSS GRADES

Grade	Source	SS	df	MS	F
4	School	10979.45	2	5489.72	55.01
	Error	14970.21	150	99.80	
	Corrected Total	25949.66	152		
5	School	15609.95	2	7804.97	76.97**
	Error	19265.97	190	101.40	
	Corrected Total	34875.92	192		
6	School	11508.32	2	5754.16	66.93
	Error	13927.47	162	85.97	
	Corrected Total	25435.79	164		

**p<.0001

Table 3

MEAN SCORES FOR BEHAVIOR PROBLEM CHECKLIST
AND PIER'S-HARRIS SELF-CONCEPT SCALE

		BPC			P-H		
Grade		N	Unadjusted Posttest $\bar{X}$	Adjusted Posttest $\bar{X}$	N	Unadjusted Posttest $\bar{X}$	Adjusted Posttest $\bar{X}$
4	E	95	11.36	11.29	101	52.64	52.55
	C	51	2.94	3.06**	52	55.67	55.86
5	E	113	6.35	5.89*	115	50.05	51.29
	C	74	7.69	8.39	78	59.77	57.94**
6	E	92	4.90	4.88*	99	47.30	53.92
	C	65	8.75	8.79	66	57.97	54.60

*$p<.05$
**$p<.0001$

Results of the Experimental Student Survey are presented in Tables 4 and 5. Three hundred sixty one (361) students completed the survey.

Table 4

SUMMARY OF EXPERIMENTAL STUDENT SURVEY RELATED TO THE GENERAL PROGRAM

Question	Yes	No	Sometimes	Never	Missing Data
1. Enjoy learning social skills in the classroom?	65*	2	33	0	0
2. Enjoy doing student team learning?	71	4	25	0	0
3. How often skills used with:	Very Often	Often	Sometimes	Never	Missing Data
A. Classmates	24	38	36	0	2
B. Teachers	21	38	35	0	6
C. Other School People (e.g., Principal, Counselor, etc.)	16	27	41	0	16
D. Parents	42	33	22	0	3
E. Student Team Learning Group	16	40	38	0	6

*Numbers represent percent of total responses.

Table 5

SUMMARY OF EXPERIMENTAL STUDENT SURVEY RELATED TO SKILLS USED

Question		How often in past two weeks?			
	%	Very Often	Often	Some-times	Never
1. Which skills used in class?					
Skill					
Saying thanks	24*				
Saying "no"	19				
Active listening	19				
Accepting "no"	19				
Asking questions	19				
Interrupting appropriately	17				
Following instructions	15				
Making friends	14				
Giving help	14				
Greeting	12				
2. Used outside of class but in school?					
Making friends	27				
Saying thanks	21				
Conversation	21				
Saying "no"	20				
Accepting "no"	17				
Apologizing	16				
Goodbye Skills	16				
Greeting	15				
Giving help	13				
Responding to teasing	13				
6. Used at home?					
Accepting "no"	28				
Giving help	21				
Saying "no"	20				
Apologizing	17				
Saying thanks	14				
Following instructions	13				
Responding to teasing	9				
Asking questions	8				
Negotiation	6				
Giving negative feedback	5				

*Numbers represent percent of total responses. Column totals exceed 100% because students checked more than one skill for each question.

Results of the Parent Survey are presented in Table 6. This survey was designed to provide information on the parents' familiarity with the YDP and to grossly assess generalization of the school-based intervention. Of 482 questionnaires sent out, 286 were returned yielding a return rate of 59%.

Table 6

SUMMARY OF PARENT SURVEY RELATED TO THE GENERAL PROGRAM

Question	Yes	No
1. Are you familiar with YDP?	62*	38
2. Are you familiar with social skills program taught in school?	71	29
3. Have you noticed your child using social skills?	70	30

	Very Often	Often	Some-times	Never	NA
4. How often have you noticed your child using social skills learned in school?	5	22	57	6	10

	Satis-fied	Slightly satisfied	Neutral	Slightly Dissat.	Dissa-tisfied	NA
5. If you have noticed your child using social skills, are you satisfied with changes?	35	30	18	3	2	12

	Very Important	Important	Neutral	Unim-portant	Very Unimp.
6. How important is it to teach social skills to children?	64	32	3	0	1

*Numbers represent percent of total.

Tables 7-9 and Figure 1 give the results of the Teacher Survey. On several questions teachers responded in length and this information is included in part in Appendix C. Of the 22 teachers asked to complete the survey, all did so though some teachers did not complete all questions.

Table 7

SUMMARY OF TEACHER SURVEY RELATED TO SOCIAL SKILLS

1. Specific social skills taught*

Greeting	22	Accepting Compliments	22	Apologizing	17
Self-Introduction	22	Participating in a Group	21	Saying "No"	16
Active Listening	22	Initiating Cooperative Ventures	21	Negotiation	13
Answering Questions	22	Giving Help	21	Giving Rationales	7
Interrupting Appropriately	22	Giving Negative Feedback	19	Persuasion	8
Asking Questions	22	Accepting "No"	19	Problem Solving	7
Goodbye Skills	22	Accepting Negative Feedback	19	Getting Help	
Conversation	22	Following Instructions	19	Asking for Feedback	
Making Friends	22	Responding to Teasing	19	Explaining a Problem	
Saying Thanks	22			Requesting Help	
Giving Compliments	22				
Accepting Thanks	22				

	Session	N	Length	N
2. Number and length of sessions/week	1	19	30-40 minutes	4
	1-2	1	40-60 minutes	17
	2	2		

3. Which skills were most useful to students? (rank ordered)

Interrupting appropriately
Responding to teasing
Giving negative feedback
Accepting negative feedback
Active listening

*From "Social Skills Curriculum", Schumaker, Hazel, Sherman & Sheldon, University of Kansas.

Table 7 (continued)

4. Which skills were most difficult to teach? (rank ordered)

   Negotiation
   Conversation
   Giving rationales
   Persuasion
   Responding to teasing

5. Which skills were most difficult to role-play? (rank ordered)

   Negotiation
   Giving compliments
   Active listening
   Following instructions
   Responding to teasing

	Yes	No
6. Did you need to adapt/alter skills?	7	11
7. Did you use behavior management techniques?	7	12
8. Did you observe students using social skills outside classroom?	20	2

9. Which skills did you observe? (rank ordered)

   Interrupting appropriately
   Greeting
   Saying "Goodbye"
   Saying "Thanks"
   Giving help

10. Which settings and with whom did you observe them? (rank ordered)

    Playground with peers
    Classroom with peers
    On campus with adults
    Classroom with teachers
    On campus with teachers

Table 8

SUMMARY OF TEACHER SURVEY RELATED TO STUDENT TEAM LEARNING

			N
1.	Average length of sessions:	20-30 minutes	2
		30-60 minutes	14
2.	Number of sessions per week:	1-2	10
		3-4	4
		5	1
3.	Number of student teams:	2-3	3
		4-5	8
		6-7	6
4.	Number of students in each team:	4	10
		5 or more	7
5.	Did students use social skills in STL groups?	Yes	15
		No	0
6.	Which skills?	Active listening	
		Participating in a group	
		Asking questions	
		Giving help	
		Interrupting appropriately	

Table 9

SUMMARY OF TEACHER SURVEY RELATED TO TRAINING

		Yes	No
1.	Were you sufficiently trained?		
	Social Skills	17	3
	Student Team Learning	9	9
2.	Was manual adequate?	18	2
3.	Need further training?		
	Social Skills	10	8
	Student Team Learning	12	6

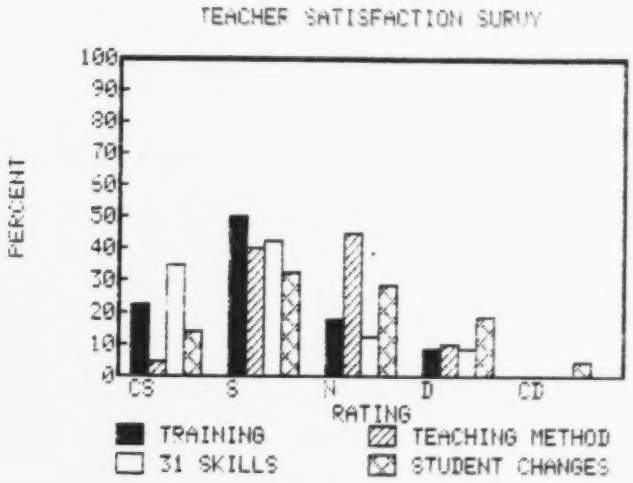

FIGURE 1

Summary of Teacher Survey - percent of teacher responses to four project areas.

CS - completely satisfied
S - satisfied
N - neutral
D - dissatisfied
CD - completely dissatisfied

Classroom Observations

Classroom observations of peer social interactions, teacher social interactions, time on-task and disturbing others are presented in Tables 10-12 and Figures 2-13. Reliability checks were made prior to each six week round of observations. Reliability was 93.6% calculated by percent agreement:

$$\left(\frac{\text{number of agreements}}{\text{agreements \& disagreements}} \times 100\right).$$

Social Interaction With Peers. Peer social interactions were observed during periods of academic work when students had opportunity (though, at times, limited opportunity) to engage each others' assistance on a task. t-tests indicated statistical differences only for the fifth grade favoring the comparison school (see Table 10). Though statistical differences were not obtained

across all grades, a clear trend emerged over the school year for the experimental school. Bar graphs show that in all three experimental classrooms, appropriate social interactions tended to increase in the first, second and third quarters, whereas in the comparison school interactions fluctuated or decreased. Fourth quarter results are somewhat depressed in both schools. This probably occurred because children are usually influenced by the impending close of school for summer.

Social Interactions With Teachers. Observations were made of the extent students initiated appropriate interactions with their teachers. Table 10 shows significant differences favoring the comparison school in the 4th and 5th grades and favoring the experimental school in the sixth. As is evident in Figures 5, 6, and 7, however, no clear trends across quarters are apparent. Though differences emerge between experimental and comparison classrooms, these may be due to differences between teachers and not to the intervention.

Table 10

SUMMARY OF CLASSROOM OBSERVATIONS
FOR SOCIAL INTERACTION

Grade		Peer				Teacher			
		N	M	SD	t	N	M	SD	t
4	E	95	3.25	2.32	1.91	95	2.02	1.74	2.88**
	C	51	2.50	2.14		51	2.85	1.56	
5	E	111	3.13	2.44	4.93**	111	1.48	1.37	2.23*
	C	71	5.33	3.22		71	1.99	1.67	
6	E	90	5.23	3.16	0.80	90	2.11	1.33	4.86a**
	C	65	5.64	3.24		65	1.20	1.00	

*p<.05
**p<.0001
a t-test for unequal variance

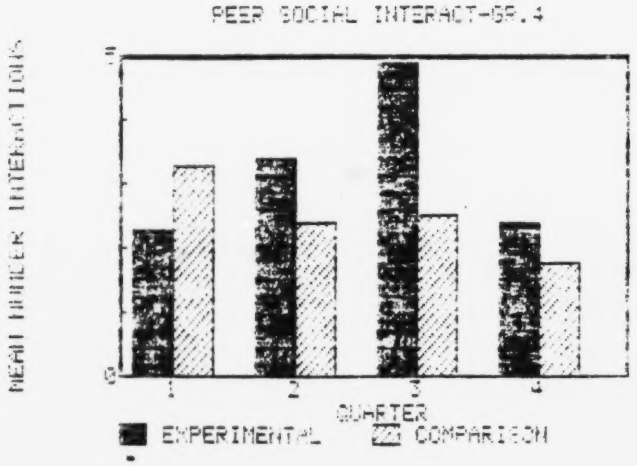

FIGURE 2
Mean number of student-initiated social interactions with peers in Grade 4.

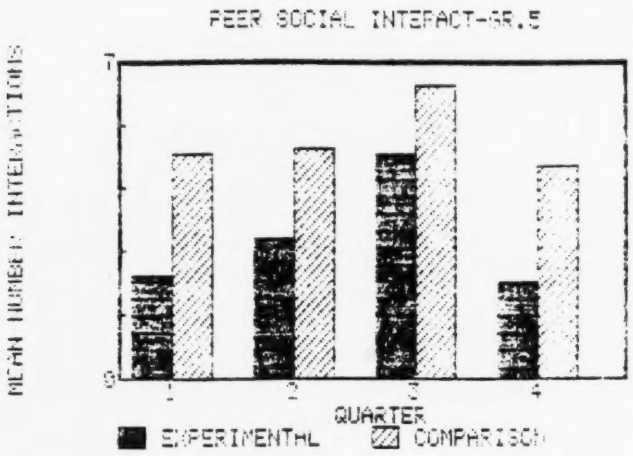

FIGURE 3

Mean number of student-initiated social interactions with peers in Grade 5.

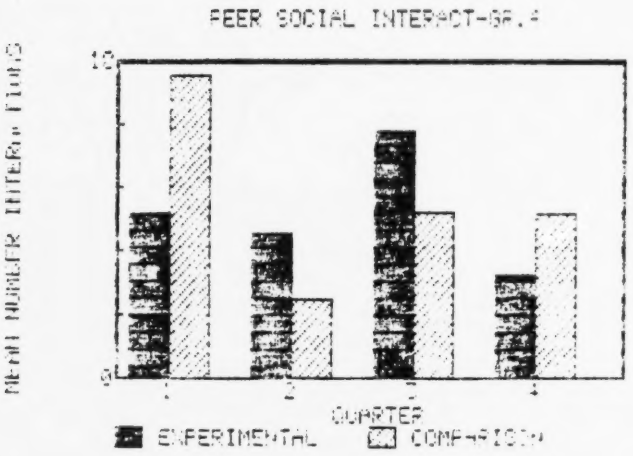

FIGURE 4

Mean number of student-initiated social interactions with peers in Grade 6.

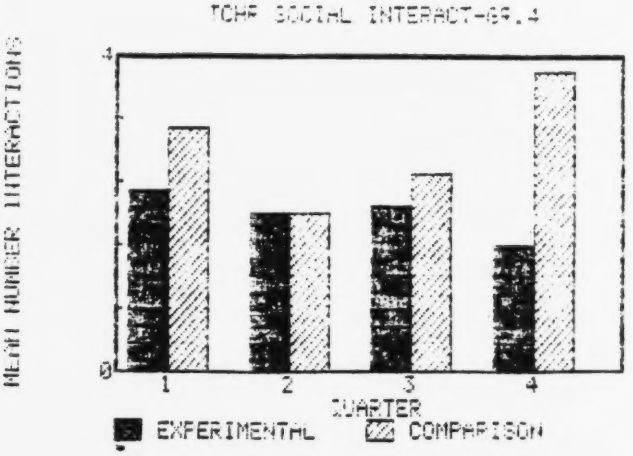

FIGURE 5

Mean number of student-initiated social interactions with the teacher in Grade 4.

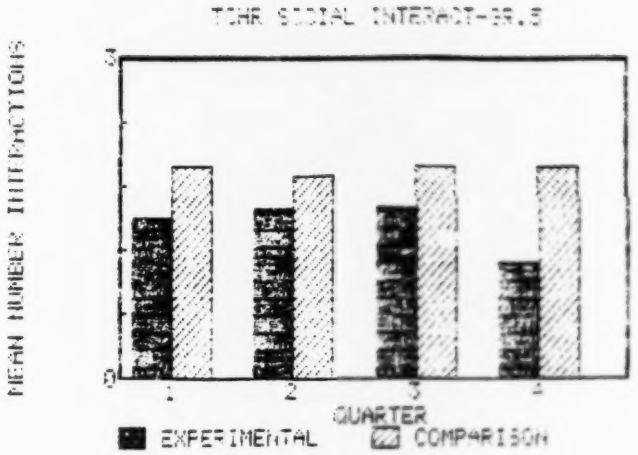

FIGURE 6

Mean number of student-initiated social interactions with the teacher in Grade 5.

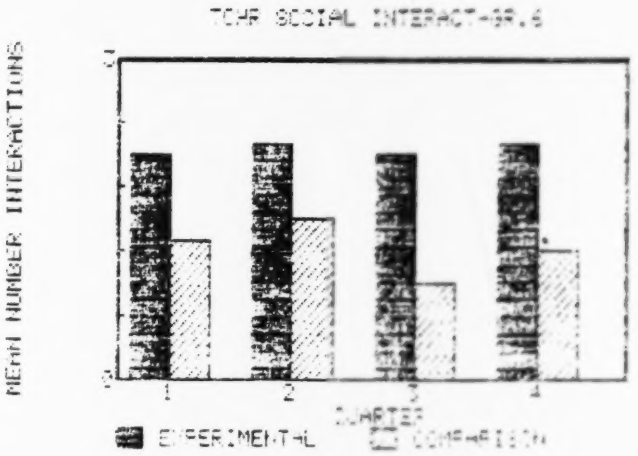

FIGURE 7

Mean number of student-initiated social interactions with the teacher in Grade 6.

Time On-Task. The amount of attention students gave to academic tasks was assessed. Table 11 indicates significance only in the 6th grade favoring the experimental school. Figures 8, 9 and 10 show no clear trends as the year progressed. Differences between schools in the sixth grade may be due to variability between groups rather than to intervention effects.

Table 11

SUMMARY OF CLASSROOM OBSERVATIONS
FOR TIME ON-TASK

Grade		N	M	SD	t
4	E	95	25.57	3.18	0.73
	C	51	25.97	3.10	
5	E	111	25.37	3.09	0.34
	C	71	25.16	4.64	
6	E	90	27.00	2.71	6.97**
	C	65	22.91	4.12	

**p<.0001

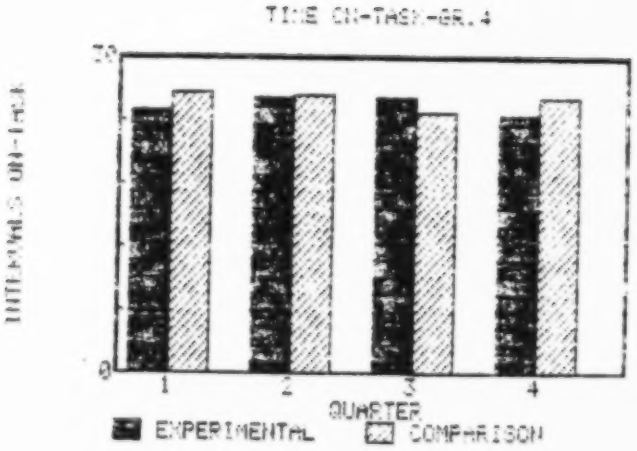

FIGURE 8

Mean number of intervals of time on task for students-Grade 4.

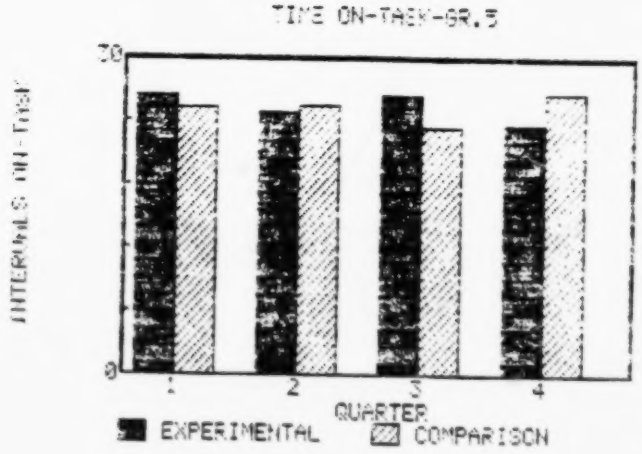

FIGURE 9

Mean number of intervals of time on task for students-Grade 5.

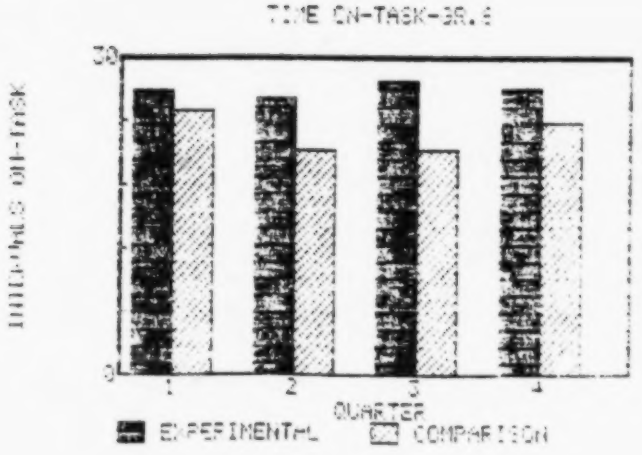

FIGURE 10

Mean number of intervals of time on task for students-Grade 6.

Disturbing Others. Table 12 and Figures 11, 12 and 13 show the extent to which students disturbed others during academic periods. No statistically significant differences emerged, but downward trends are apparent in the experimental school across grades. Slight trends are evident in the comparison school but are not as consistent. It would be expected that children would disturb their classmates more frequently in the last quarter at the end of the school year. This did not happen in the experimental school and it did in the comparison.

Table 12

SUMMARY OF CLASSROOM OBSERVATIONS
FOR DISTURBING OTHERS

Grade		N	M	SD	t
4	E	95	0.63	0.83	9.93
	C	51	0.76	0.81	
5	E	111	0.77	0.98	0.97
	C	71	0.95	1.41	
6	E	90	1.09	1.68	1.59
	C	65	1.54	1.81	

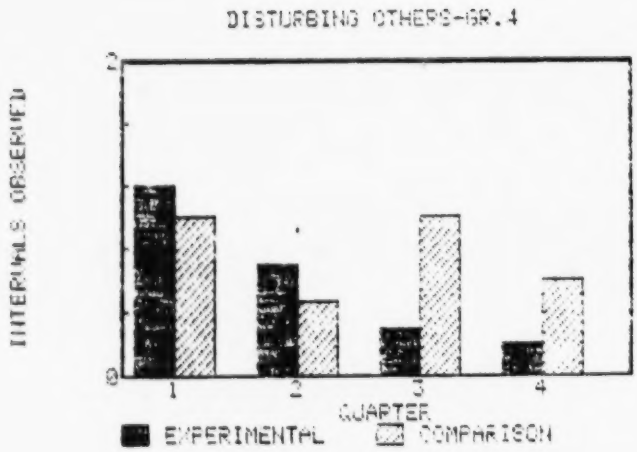

FIGURE 11

Mean number of intervals students observed disturbing others.

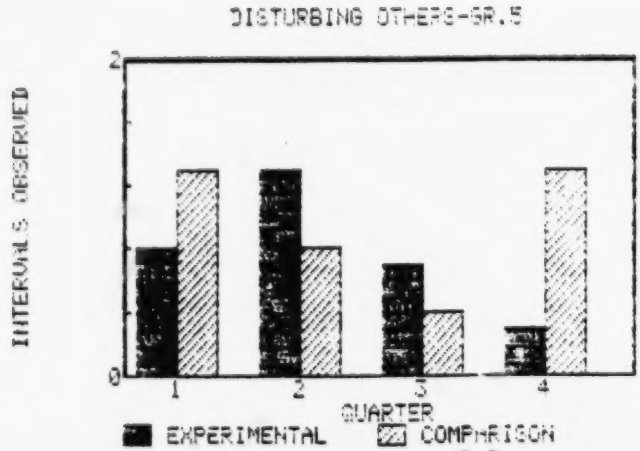

FIGURE 12

Mean number of intervals students observed disturbing others.

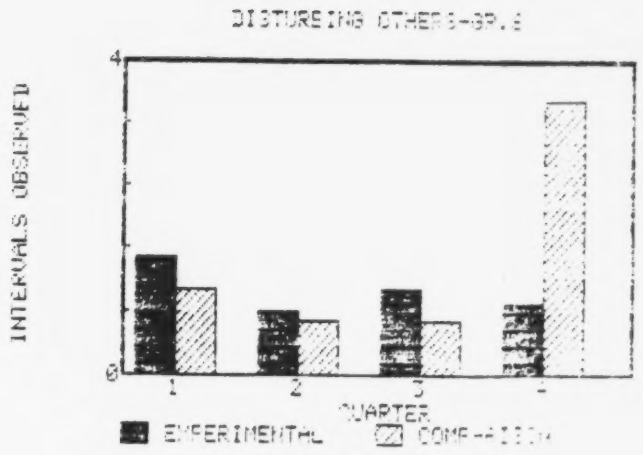

FIGURE 13

Mean number of intervals students observed disturbing others.

Teacher Differences. Differences in the way teachers interacted with students were assessed to establish possible functional relationships between teacher's behavior and student's behavior unrelated to the intervention. Classroom observations of 1) positive physical contacts, 2) verbal praise for individual, 3) verbal praise for the class, 4) reprimands for individual, and 5) reprimands for the class showed no significant differences. Both experimental and comparison school teachers responded to children's behavior in about the same way. Results are presented in Tables 13 to 15.

Table 13

COMPARISON OF E AND C TEACHERS - POSITIVE CONTACT

	N	M	SD	t
E	18	3.28	5.34	
C	13	1.00	1.58	1.71

Table 14

COMPARISON OF E AND C TEACHERS - VERBAL PRAISE

	Individual				Class			
	N	M	SD	t	N	M	SD	t
E	18	17.50	16.62	1.79	18	6.78	9.78	0.54
C	13	9.15	9.07		13	5.08	6.69	

Table 15

COMPARISON OF E AND C TEACHERS - REPRIMANDS

	Individual				Class			
	N	M	SD	t	N	M	SD	t
E	18	33.72	28.05	0.84	18	10.22	7.13	0.42
C	13	26.46	16.12		13	11.54	10.32	

Archival Data

Mean absences, tardies and grade point averages gathered from school records showed no significant differences between schools.

Disciplinary referrals are presented in Table 16 and Figures 14-16. The bar graphs show differences between experimental and control schools especially in the fifth and sixth grades. Trends for both schools are in the same direction (i.e., upward trend in fourth and fifth, downward trend in sixth grade). t-tests indicated significant differences in all three grades.

Table 16

SUMMARY OF DISCIPLINARY REFERRALS

Grade		N	M	SD	t
4	E	101	.73	2.15	2.53*
	C	52	1.06	3.35	
5	E	115	.67	2.67	4.92**
	C	78	1.36	2.70	
6	E	99	.19	.84	17.8***
	C	66	1.97	3.44	

*p<.01
**p<.001
***p<.001

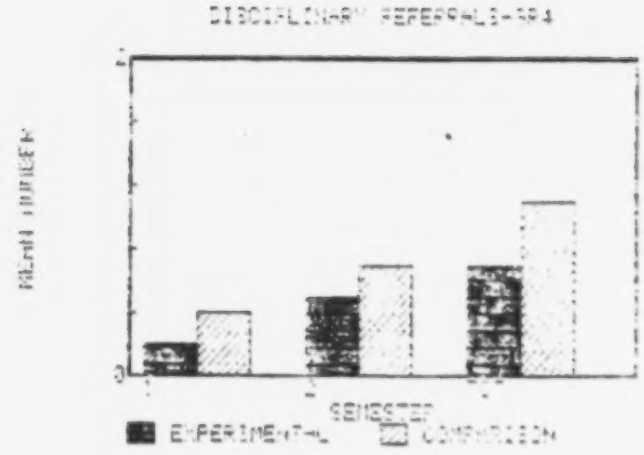

FIGURE 14

Mean number of disciplinary referrals in Grade 4.

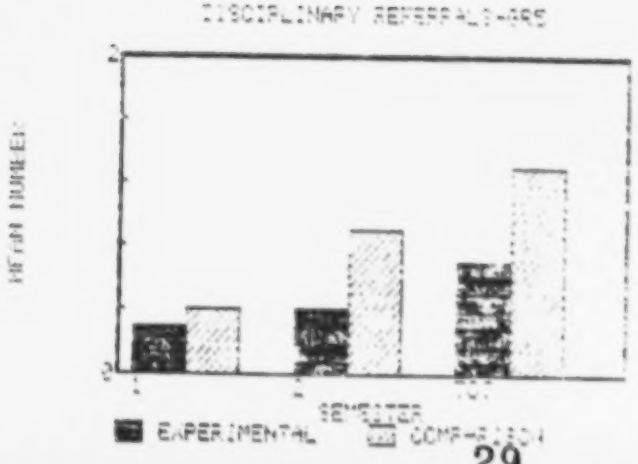

FIGURE 15

Mean number of disciplinary referrals in Grade 5.

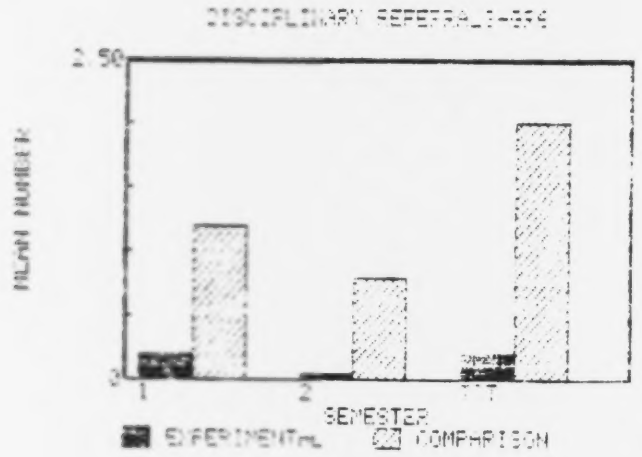

FIGURE 16

Mean number of disciplinary referrals in Grade 6.

Anecdotal Information

Experimental teachers provided anecdotal information throughout the school year, and at the close of the year project staff interviewed each teacher. Teachers described what they observed as they trained students in social skills and used student team learning. They also reported the comments of other school personnel, parents, and people in the community. The main points of this anecdotal information are summarized below.

1. Teachers reported that they used the names of skills (e.g., active listening, interrupting appropriately, and ignoring others) as a cueing function for very specific behaviors. When students were talking out of turn, for example, the teacher just needed to say, "I want you to active listen now," and students consistently did so. Nearly all teachers said they used the skills in this way.
2. Generalization of skills seemed to occur. Principals, counselors, secretaries and other personnel reported that students

used skills with peers and adults outside the classroom both in school and elsewhere in the community. Skills observed consistently were responding to teasing, ignoring others, and interrupting appropriately. On field trips these were especially apparent. Some teachers collected information from students who observed their peers using the skills. One teacher kept a box in which students placed cards with the name of a skill on it and the name of the classmate who was observed using the skill. This box, she reported, was often filled within one week. Generalization data, however, is inconclusive.

3. Teachers said they became much more conscious of their use of social skills as a result of teaching students. They reported they often changed the way they interacted with those around them.

4. Children generally enjoyed role-playing of skills though teachers found the role-playing process tedious over time.

5. In teacher-initiated surveys conducted in two classrooms, students reported they had fewer fights and that social skills "helped".

6. Some students put skills together and used skills reciprocally. After doing so they requested feedback from teachers (e.g., Students asked, "Did I use that skill the right way?")

7. In student team learning groups, cooperative student behavior emerged without teacher coaching. Students often prompted each other to bring books and conducted study sessions for weaker students prior to tests.

8. Student team learning may need to be used only with upper elementary grades. Fourth grade children did not appear to have the skills to work in cooperative groups. Also, several teachers noted that the method did not work well with disruptive children.

Summary of Findings

Surveys and Questionnaires

1. Teacher Ratings. Fifth and sixth grade experimental and fourth grade comparison school teachers rated their students' behavior higher than their counterpart teachers on the Behavior Problem Checklist. Though differences generally favored the intervention classrooms, it is likely that the Behavior Problem Checklist is too insensitive a measure of actual intervention effects. That this measure does not represent gains in social skill levels is supported by the work of other researchers (personal communication, University of Kansas, May, 1985). Also, given that experimental and comparison teachers knew they were involved in a research study, ratings may have been biased.
2. Self Concept. Differences in self concept emerged only in the fifth grade favoring the comparison school. As in the case of the BPC, the Pier's-Harris Self Concept scale is probably insensitive to project effects and thus a weak variable for comparison.
3. Student Survey. Students generally were satisfied with their involvement in the Youth Development Project and reported

using skills in the classroom and in the home. Students reported using social skills in student team learning groups, but generalization of skills training to groups was not strong. Opportunities to use skills during student team learning may not be as available as expected.

4. Parent Survey. Generally, parents who completed the survey were well-informed of the YDP, noticed their children using social skills in the home and felt that the project was important to children.

5. Teacher Survey. Experimental school teachers were generally satisfied with the training they received and with the 31 skills provided in the social skills curriculum. Teachers felt that certain skills were most useful to students (e.g., interrupting appropriately, responding to teasing, accepting negative feedback) and that students used skills outside the training situation. Perhaps the most important aspect of social skills training, however, was the cueing or prompting function social skills training offered--that is, teachers would merely say the name of a skill to cue students to use it. They reported that students readily responded to these cues by behaving in a way commensurate with the skill steps. The only criticisms teachers had were associated with the social skills teaching methods available to them and with the degree of generalization of skills training.

Teachers were generally satisfied with student team learning procedures. They noted that cooperative behavior among children seemed to spring up on its own unsolicited by

the teacher. They also noted that some children's grades in student team learning content areas improved dramatically. Younger children and children who were disruptive in the classroom did not appear to have the skills needed to participate successfully in cooperative learning groups.

Classroom Observations

6. Social Interactions - Peers. Statistical significance was obtained only in the fifth grade favoring the comparison school. Bar graphs showing data across four quarters of the school year, however, show a consistent increase in prosocial interaction in experimental schools in the first three quarters in each grade (drops in frequencies in the 4th quarter were most likely due to conditions in school at the end of the year). Consistent effects are not evident in the comparison school. These results may be due to the children's repeated positive social interactions in social skills training and student team learning. As children learned how to interact socially and to work together in cooperative groups, they tended to do it more often. No such trend is evident in the comparison school. This trend is not likely to be due solely to teacher differences since both experimental and comparison school teachers responded similarly to students.

7. Social Interactions - Teacher. The number of times students initiated positive social interactions with teachers remained fairly constant across the four quarters in both experimental and comparison schools. t-tests favored the comparison school in the 4th and 5th grades and the experimental school in the

6th grade. Evidence obtained in teacher interviews indicates that opportunities for students to interact with teachers were under the control of teachers and thus may not have been representative of intervention effects per se.

8. Time On-Task. Significant differences in time spent on-task were obtained only in the 6th grade. No implications for the intervention can be drawn.

9. Disturbing Others. No significant differences were obtained in observations of the extent to which students disturbed others or influenced others to go off-task. However, bar graphs across the four quarters of the school year show a consistent decrease in this behavior in the experimental school whereas the comparison classrooms do not show a consistent trend. Fourth quarter differences are especially distinct. The downward trend in disruptive behavior among students may be due in part to the cueing function the skills provided allowing teachers increasing instructional control as the year progressed.

10. Teachers Differences. As noted in the results section, teachers in experimental and comparison schools generally behaved the same towards students. No differences were noted in positive physical contacts, verbal praise or verbal reprimands.

Archival Data

11. Absences. Schools did not differ. Record of absences may not be a sensitive measure of intervention.

12. Tardies. Schools did not differ. Record of tardies may not be a sensitive measure of intervention.

13. Disciplinary Referrals. The comparison school evidenced a greater frequency of disciplinary referrals than the experimental school. This is especially apparent in the sixth grade. It cannot be determined whether referrals were influenced by the intervention or whether differences were a result of variance in referral procedures between schools (i.e., some teachers may refer students for different reasons than others).

14. Grade Point Averages. Schools did not differ. Student team learning was not used consistently across content areas and thus is not likely to influence overall grade point averages.

Anecdotal Information

15. Cueing Function. Teachers reported that social skills training allowed greater instructional control by cueing students to engage in certain behaviors at certain times.

16. Generalization. To a small extent skills appeared to transfer across individuals and across settings. Students used skills with different people and in different places. Evidence is inconclusive, however.

17. Cooperative Behavior. Cooperative behavior emerged as a natural concomitant to student team learning. Students supported each other in ways that were totally unsolicited by teachers.

Discussion

This report summarizes the available data of the Youth Development Project. At this time, definitive statements about the effects of the project are premature. There exists no strong relationship between the intervention and the dependent variables (i.e., classroom behavior, GPA, disciplinary referrals, self concept, etc.). Anecdotal information and survey data from parents, teachers and students do, however, indicate that social skills training and student team learning are useful activities in school. Many parents, for example, have observed their children using social skills; teachers reported that social skills training is useful for classroom management and that student team learning generated cooperative behavior and strengthened learning; students indicated training in social skills helped them get along with peers while student team learning facilitated mastery of academic tasks. From a research standpoint, the jury is in by no means. As a viable, preferable school program, the evidence is promising.

Though the research design is under re-evaluation, its integrity appears at this point to be unsalvageable. Several threats to internal validity preclude drawing definitive conclusions about the effect of intervention. Mortality in the comparison school is especially high - over 50% of the students will transfer out of Hilo Union School; this will significantly deplete the comparison cohort. History effects are also confounding. At the start of the second year of intervention, for example, the fifth grade experimental classrooms will be temporarily housed in another

school until construction is completed. The sixth grade will double in size. Students from Waiakeawaena School will be transferred to Waiakea Elementary (the experimental school). Half of the sixth grade cohort will be composed of students who have never been exposed to the intervention; half of the teachers will be adjusting to a new school, its administration and policies, and, in addition to these changes, will need to implement a program with which they are relatively unfamiliar.

Diffusion of information is a third threat to the internal validity of this experiment. Children, teachers and parents of the experimental school are aware that they are participating in a special project. The comparison school teachers (though not the students) have been informed they are a control. There are indications that parents and teachers from both schools discuss the project with each other. Such information transfer may influence the way teachers and parents interact with children apart from the intervention. This can confound the effects of the intervention.

The final threat to be discussed here is the influence of observers in the classroom. Teachers in both experimental and comparison schools may behave differently when observers are present than when they are not. The effects of observers is well documented in the professional literature, and it is reasonable to assume that such effects are present here.

Despite problems with internal validity, the Youth Development Project may contribute valuable information to our understanding of delinquency prevention. Evidence from other delinquency prevention programs shows how important peer influence is. Ado-

lescent social networks may be one of the most powerful contributors to youths' involvement in delinquent activity. The strategy suggested by such evidence is to alter networks such that youth who consistently get into trouble are not as influenced by each other. In other words, at-risk youth are less likely to be troublesome if they affiliate with youth who engage prosocial activities. Social skills training provides the tools youth may use to meet and associate with others. But skills alone are not enough; opportunity for affiliation is also needed. Student team learning provides this opportunity for at-risk youth. The influence of skills training and cooperative learning on peer networks may lead to prevention programs that significantly impact delinquency. The Youth Development Project is a valuable pilot program in working toward this goal.

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Quay, H. C. & Peterson, D. R. (1967). Manual for the Behavior Problem Checklist. Mimeographed, University of Illinois.

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INSTRUCTIONS TO TEACHERS:

Please give this Student Satisfaction Survey to your students. We made the survey as simple as possible, but some students nevertheless may have difficulty completing it. It would be helpful if you administered it as a group. It should take 10 - 15 minutes to finish.

Thanks for your cooperation.

YOUTH DEVELOPMENT PROJECT
STUDENT SATISFACTION SURVEY

NAME: _____ GRADE: ____ GIRL:___ BOY: ___

TEACHER: _____ DATE: _____

1. Did you enjoy learning SOCIAL SKILLS in the classroom?

Yes ▱ No ▱ Sometimes ▱

2. Of the SOCIAL SKILLS you learned, which were the MOST FUN? (List three choices)

1. _____
2. _____
3. _____

3. Of the SOCIAL SKILLS you learned, which were the most useful to you IN THE CLASSROOM? And, within the past 2 weeks, how often did you use each skill listed? (Circle the correct letter)

SOCIAL SKILL:	Very Often	Often	Sometimes	Never
1. _____	a	b	c	d
2. _____	a	b	c	d
3. _____	a	b	c	d

4. Of the skills you learned, which were the most useful to you OUTSIDE OF THE CLASS but within the school (i.e. playground, cafeteria, hallway)? And, within the past 2 weeks, how often did you use each skill listed? (Circle the correct letter)

SOCIAL SKILL:	Very Often	Often	Sometimes	Never
1._____	a	b	c	d
2._____	a	b	c	d
3._____	a	b	c	d

5. Of the skills you learned, which were the most useful AT HOME (with parents, brothers, sisters, relatives)? And, within the past 2 weeks, how often did you use each skill listed? (Circle the correct letter)

SOCIAL SKILL:	Very Often	Often	Sometimes	Never
1._____	a	b	c	d
2._____	a	b	c	d
3._____	a	b	c	d

6. How often do you think the social skills you learned helped you get along with . . .

a. your classmates?

Very Often ▱ Often ▱ Sometimes ▱ Never ▱

b. your teachers?

Very Often ▱ Often ▱ Sometimes ▱ Never ▱

c. other school people (e.g., principal, vice-principal, counselor)

Very Often ▱ Often ▱ Sometimes ▱ Never ▱

d. your parents?

Very Often ▱ Often ▱ Sometimes ▱ Never ▱

7. Did you enjoy doing STUDENT TEAM LEARNING?

Yes ▱ No ▱ Sometimes ▱

8. When you worked in STUDENT TEAM LEARNING groups, how often did you use social skills with your team members?

Very Often ▱ Often ▱ Sometimes ▱ Never ▱

9. In which way do you feel you learn better?

by yourself ▱

within a student team learning group ▱

both of the above ways ▱

neither of the above ways ▱

THANK YOU FOR COMPLETING THIS SURVEY.

5/85

YOUTH DEVELOPMENT PROJECT

Dear Parent(s):

We are requesting that you complete this survey about the YOUTH DEVELOPMENT PROJECT in which your child has been participating. Your answers will help us determine how well the program is going and will provide directions for the future.

There are no right or wrong answers. It is your thoughts, feelings and observations that are important.

Thank you for taking the time to complete this survey. If you have any questions, feel free to contact the school or Pat Grossman, Youth Development Project Data Coordinator, at 961-6266.

Please have your child return the competed survey to his/her homeroom teacher by May 31st. Mahalo.

YOUTH DEVELOPMENT PROJECT
PARENT SATISFACTION SURVEY

PARENT: _____ DATE: _____

CHILD(REN)'S NAME(S): _____

1. Are you familiar with the YOUTH DEVELOPMENT PROJECT in your child's school? Yes ▱ No ▱

2. Are you familiar with the SOCIAL SKILLS your child has been learning in school? Yes ▱ No ▱

3. Have you noticed your child using SOCIAL SKILLS at home that he/she had learned in school? Yes ▱ No ▱

4. How often have you noticed your child using SOCIAL SKILLS? (Circle the appropriate number)

Very Often	Often	Sometimes	Never	NA *
1	2	3	4	5

5. If you have noticed your child using SOCIAL SKILLS, are you satisfied with the changes you have seen? (Circle the number

Satisfied	Slightly Satisfied	Neutral	Slightly Dissatisfied	Dissatisfied	NA*
1	2	3	4	5	6

6. How important is it to teach SOCIAL SKILLS to children? (Circle the number)

Very Important	Important	Neutral	Unimportant	Very Unimportant
1	2	3	4	5

* NA = not applicable, do not know, have not noticed

7. Are you interested in learning more about SOCIAL SKILLS? Yes ☐ No ☐

8. Are you familiar with the STUDENT TEAM LEARNING method your child is using in school? Yes ☐ No ☐

9. Are you interested in learning more about STUDENT TEAM LEARNING? Yes ☐ No ☐

10. Do you want more information about the Youth Development Project? Yes ☐ No ☐

12. Would you like to receive training in how to teach:

a. SOCIAL SKILLS . . . . . Yes ☐ No ☐

b. STUDENT TEAM LEARNING . . . . . Yes ☐ No ☐

If you are interested in further training, please list your phone number and address:

PHONE: _____

ADDRESS: _____

_____

ADDITIONAL COMMENTS:

_____

_____

_____

_____

THANK YOU FOR COMPLETING THIS SURVEY.

PLEASE HAVE YOUR CHILD RETURN THIS COMPLETED SURVEY TO HIS/HER TEACHER.

MAHALO.

5/6/85

YOUTH DEVELOPMENT PROJECT

Dear Teachers:

Please complete this survey as thoroughly and as accurately as you can. The information you provide us will be held in strictest confidence-- there are NO penalties for perfect honesty. It is important for us to get an accurate picture of how the YDP worked for you. It is NOT useful to have misinformation which could serve to perpetuate a problem which needs to be solved. Therefore, please be frank in your responses.

The survey should take about 30 minutes to complete. I suggest you do it in sections rather than all at once. Your co-operation is appreciated. If you have questions about the survey, please call Pat Grossman, and she will get in touch with me. We will use this questionnaire in our personal interviews. Whatever specific questions you have for me, please bring them up then.

Thank you for your cooperation.

Sincerely,

Michael J. Manos
Project Director

YOUTH DEVELOPMENT PROJECT
TEACHER SATISFACTION SURVEY

NAME (optional): _____ DATE: _____

I. USE OF SOCIAL SKILLS TRAINING:

1. From the list below, check the specific social skills you have taught this past year:

Greeting	____	Accepting Compliments	____	Apologizing	____
Self-Introduction	____	Participating in a Group	____	Saying "No"	____
Active Listening	____	Initiating Cooperative Ventures	____	Negotiation	____
Answering Questions	____	Giving Help	____	Giving Rationales	____
Interrupting Appropriately	____	Giving Negative Feedback	____	Persuasion	____
Asking Questions	____	Accepting "No"	____	Problem Solving	____
Goodbye Skills	____	Accepting Negative Feedback	____	Getting Help	____
Conversation	____	Following Instructions	____	Asking for Feedback	____
Making Friends	____	Responding to Teasing	____	Explaining a Problem	____
Saying Thanks	____			Requesting Help	____
Giving Compliments	____				
Accepting Thanks	____				

2. Type of students:
(e.g. remedial, gifted/talented, regular class)

_____ _____

3. Grade of students: _____

4. Number of sessions held per week: _____

5. Average length of sessions per week: _____

6. Materials utilized:
(check any or all you have used)
   a. skills sheets ____
   b. transparencies ____
   c. videotapes ____
   d. posters ____
   e. blackboard ____
   f. other: _____

7. Which skill(s) do you feel was most useful for your students? (List not more than 3)

1. _____

2. _____

3. _____

Why? _____

_____

_____

8. Which skill(s) posed the most problem in teaching? (List not more than 3)

1. _____

2. _____

3. _____

Why? _____

_____

_____

9. Which skill(s) posed the most problem in role-playing? (List not more than 3)

1. _____

2. _____

3. _____

Why? _____

_____

_____

10. What problems did you encounter in teaching social skills (e.g., students acting out, not paying attention, non-verbal students)?

_____

_____

_____

11. How did you deal with the problems you encountered?

_____

_____

_____

12a. Did you need to adapt the skills to the uniqueness of your class/individual students? (e.g., to account for the cultural incompatibility of a skill or skill step)

Yes ☐ No ☐

12b. If yes, please specify which skill(s) you needed to change and briefly describe the change(s) you made.

SKILL	CHANGE
_____	_____
_____	_____
_____	_____
_____	_____

13. Did you use any specific technique in managing the behavior of your students when teaching social skills? (e.g., point system, privileges)

Yes ☐ No ☐

If yes, please briefly describe the technique used:

_____

_____

_____

14. Did you actively seek parental support?

Yes ☐ No ☐

15. Did you receive any parental support?

Yes ☐ No ☐

16. If yes, what type of support did you receive?

_____

_____

_____

17a. If you received parental support, were you satisfied with it?

Yes ☐ No ☐

17b. If you were not satisfied, please explain why:

_____

_____

18a. Did you observe the students using any of the skills OUTSIDE of the classroom?

Yes ☐ No ☐

18b. List 3 of the most frequently observed skills:

1. _____

2. _____

3. _____

19. In what settings and with whom did you notice students using the skills? (e.g., on the playground with peers)

_____

_____

_____

FOR THE FOLLOWING QUESTIONS, CIRCLE THE APPROPRIATE NUMBER:

20. Are you generally satisfied with the social skills training package used?

very satisfied ---------- not satisfied
1 2 3 4 5

21. Are you satisfied with the method you used in teaching social skills to your students?

very satisfied ---------- not satisfied
1 2 3 4 5

22. Are you satisfied with the thirty-one (31) social skills that were part of the training package?

very satisfied ---------- not satisfied
1 2 3 4 5

23. Are you satified with the changes in the students as a result of the program?

very satisfied ---------- not satisfied
1 2 3 4 5

24. If you did not teach social skills in your classroom very often, please describe the problems that prevented you.

_____

_____

_____

II. USE OF STUDENT TEAM LEARNING:

1. Which student team learning technique(s) did you use in your class and how often did you use it? (check appropriate column)

	Very Often 1	Often 2	Some-times 3	Rarely 4	Never 5
a. STAD*					
b. TGT**					
c. Jigsaw					
d. Jigsaw II					
e. Other: (specify) _____					

*Student Teams-Achievement Divisions
**Teams-Games-Tournaments

2. How satisfied are you with each of the student team learning techniques? (check appropriate column)

	very satisfied 1	2	3	4	5 not satisfied	NA*
a. STAD						
b. TGT						
c. Jigsaw						
d. Jigsaw II						
e. Other: _____						

3. Type of students:
(e.g. remedial, gifted/talented, regular class)

_____

4. Grade of students: _____

5. Number of sessions held per week: _____

6. Average length of session: _____

7. Average number of student teams: _____

8. Average number of student in each team: _____

9. Materials utilized: (check all that apply)

a. teacher-created work sheets _____
b. duplicated work sheets _____
c. textbooks _____
d. Other (please specify): _____

10. In what subject areas did you use STUDENT TEAM LEARNING (e.g., English, History, Science):

_____ _____

_____ _____

11. In what units did you use STUDENT TEAM LEARNING (e.g, punctuations, George Washington, solar system):

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

12. In what units did you use student team learning and it did not work to your satisfaction? Why did it not work?

Unit	Why?
_____	_____
_____	_____
_____	_____
_____	_____

13. With what types of students did you use student team learning and it did not work to your satisfaction? Why did it not work?

Types of Students	Why?
_____	_____
_____	_____
_____	_____
_____	_____

14a. Did you observe students using social skills in student team learning groups?

Yes ☐ No ☐

14b. If yes, which social skill(s) did you observe?

_____

_____

15. IF YOU DID NOT USE STUDENT TEAM LEARNING IN YOUR CLASSROOM, PLEASE DESCRIBE THE PROBLEMS THAT PREVENTED YOU.

_____

_____

_____

III. TRAINING & OBSERVATIONS:

1. Do you feel that you were sufficiently prepared to teach . . .

   a. Social Skills: Yes ☐ No ☐

   b. Student Team Learning Yes ☐ No ☐

2. What improvements could be made to the training you received?

_____

_____

_____

3. Was the YDRC Training Manual adequate for your use?

   Yes ☐ No ☐

4. What improvements could be made to the Training Manual?

_____

_____

_____

5. Were you observed teaching SOCIAL SKILLS in your classroom by YDRC staff?

   Yes ☐ No ☐

6. If you were observed, was the observation feedback helpful? (circle the appropriate number)

   very helpful ---------- not helpful at all
   1 2 3 4 5

7. Were you observed using STUDENT TEAM LEARNING in your classroom by YDRC staff?

Yes ☐ No ☐

8. If you were observed, was the observation feedback helpful? (circle the appropriate number)

very helpful ---------- not helpful at all
1 2 3 4 5

9a. Would you like to continue the observations by YDRC staff during the coming school year?

Yes ☐ No ☐

9b. Please explain why or why not.

_____

_____

_____

10. Do you feel you need further training in teaching SOCIAL SKILLS?

Yes ☐ No ☐

11. If yes, please specify what specific areas of training you feel you need:

_____

_____

_____

12. Do you feel you need further training in using STUDENT TEAM LEARNING?

Yes ☐ No ☐

13. If yes, please specify what specific areas of training you feel you need:

_____

_____

IV. GENERAL

1. What factors, if any, do you believe contribute in a major way to the success of the program?

_____

_____

_____

2. What obstacles, if any, have you seen that are limiting the success of the program?

_____

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_____

3. What effects, if any, do you feel the program has had on the regular school program?

_____

_____

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4. What effects, if any, do you feel the program has had on the community (including the parents)?

_____

_____

_____

5. What changes, if any, would you suggest for next year?

_____

_____

_____

6. Are you satisfied that you were kept sufficiently informed of the Youth Development Project throughout the school year? (circle the appropriate number)

very satisfied ---------- very dissatisfied
1 2 3 4 5

7. Are you satisfied with the monthly teachers' meetings held with project staff? (circle the appropriate number)

very satisfied ---------- very dissatisfied
1 2 3 4 5

8. What might be done to facilitate the teachers' meetings to make them more informative and productive?

_____

_____

_____

9. OTHER COMMENTS/SUGGESTIONS ON THE PROJECT:

_____

_____

_____

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YOUTH DEVELOPMENT PROJECT
CLASSROOM OBSERVATION PROCEDURES

Response Categories & Definitions	Symbol
A. Teacher Behavior	
1. Positive Contact This is any teacher behavior that involves touching a child in a positive, reinforcing, or endearing manner. It includes embracing, patting, taking a hand, sitting on lap, etc.	C
2. Verbal Praise - Individual Verbal comment indicating approval or commendation delivered to an individual.	V_1
3. Verbal Praise - Class Verbal comment indicating approval or commendation directed to the class as a whole or to a group of children.	V_2
4. Reprimand - Individual Verbal comment indicating disapproval directed to an individual.	R_1
5. Reprimand - Class Verbal comment indicating disapproval directed to the class as a whole or to a group of children.	R_2
B. Child Behavior	
1. On-task/Attending Defined as eyes being applied to the task material or to the teacher for a period of not less than 15 out of the 20 seconds of observation. Exceptions to this are when the child can be clearly seen to be on task even though his eyes are off his work; for example, counting on his fingers, working out loud, etc. It should be noted that while it is possible for deviant behavior--particularly disruptive noises such as tappping the foot or deviant behaviors of short duration (less than 5 seconds)--to be recorded with the child still getting an "on task" check, the converse--being off task without some deviant behavior being noted--cannot occur. In general when in doubt rate as other deviant behavior.	✓

2. Off task ||

Off task behaviors included: (a) Activity while engaged in some other activity which is either clearly deviant or not the assigned one for more than 5 seconds: Sometimes this will become apparent only after some time has elapsed as for example when the teacher comes up and admonishes the child for doing other than that which is assigned. In such circumstances the incorrect rating should be corrected. (b) Daydreaming: The child is off task for more than 5 seconds but does so by daydreaming or staring into space rather than some active endeavor. This type of behavior is very uncommon in conduct problem children.

3. Disturbing others →

Touching another student (directly or indirectly) or article that he is holding or is in possession of; gesturing or posturing in the direction of another student sufficient to make him look up from his work.

4. Out of seat X

Any situation in which the normal seating surface of neither buttock is applied to the child's seat, or in which there is movement of his desk or chair so that its ultimate stationary position is altered (thus swinging a seat on its axis or tilting a chair on its legs is excluded). Where the child is performing a permitted out of seat activity such as sharpening his pencil (after having gotten permission from the teacher) this would not be marked as out of seat behavior except (a) when deviant behavior occurs during the permitted act such as "side trip," looking at things on the teacher's desk, stopping to talk, etc., or (b) when the permitted activity is prolonged beyond a reasonable period of time or altered in some significant way.

5. Other ϕ

Include here behaviors which do not fit easily into a category above and also behaviors which are situational rather than absolutely deviant. For example, engaging in a task other than that which is assigned (reading instead of doing arithmetic, drawing instead of reading, etc.). Include here also daydreaming. The following are not deviant behaviors: playing with clothes, playing with self, chewing gum, playing with pencil in hand (all other pencil activities such as propping desk up with a pencil or taking a ballpoint pencil to pieces, stubbing the point heavily on wood, etc., are deviant).

6. Appropriate social interaction with Teacher +

This includes asking the teacher for help, support, information, or explanation in a way acceptable to classroom standards. This also includes contributing ideas, interests, or materials to class activities or initiating a conversation with a teacher.

7. Appropriate social interaction with Peer ⊕

This includes cooperative behavior such as talking, studying, or playing with a peer performed at a time acceptable to classroom standards.

OBSERVATION FORMAT

Observers will be observing four children at a sitting. Observations will be divided into 15 minute periods in which the observer will focus on one child. After the first 15 minutes observation of the first child, the observer will shift his/her attention to the second child and observe for 15 minutes. Subsequent children will be observed in like manner.

A discontinuous method of observation will be used. This means that the observer will watch the child for 20 seconds and then rest for 10 seconds during which the appropriate symbols can be entered in the cells of the score sheet.

Behaviors occurring during this 10 second period are never recorded. Thus there are two observations per minute. Presently there are 30 separate cells of observation, thus taking a total observing time of 15 minutes per child. Timing must be exact. There is no objection to splitting the observations (i.e., part before recess and part after recess).

The scoring sheet should consist of 30 cells subdivided by a dotted horizontal line on the bottom and a solid horizontal line above. The top row, marked with a "T", is where teacher behavior is to be recorded in each interval. The bottom two rows, marked with a "C" is where child behavior is to be recorded. The row just above the dotted line is used to record deviant child behavior; the row below the dotted line is for recording on-task and off-task behavior and children's social behavior.

Observing should be done in a task situation where the rules are clearly defined. In general, this will be during individual, academic seat work. Activities such as story time and most group situations generally prove unsuitable because rules tend to be relaxed and unclear. Observations should not be done when there is a prolonged period of individual instructions during which the teacher is seated beside the child, since this tends artifically to minimize deviant behavior.

The observer must seat himself close enough to the child to be able to hear what the latter is saying and to see what he is doing on his desk without the observer making himself obtrusive. The observer must not interact with the child or the class in any way.

Children will be selected randomly before each observation session. The method of random selection will be determined prior to commencement of observations and will be used in exactly the same manner each time.

RELIABILITY

Occassionally, reliability observations will be made in which a second observer will check the accuracy of the observations made. Procedures for the reliability observer are exactly the same as for single observers.

Three points must be kept explicitly in mind when reliability observations take place. The first is that both observers must be sure to watch the same child. They must agree beforehand on which children are to be observed and in which order. The second is that both observers must be observing in the same 30 second intervals. If observer one is on interval 5 while the reliability observer is on interval 6, reliability cannot be determined accurately. The third point is that the two observers must be in a position in the classroom where they can watch the child but not be near enough to each other to influence their data collection.

If major discrepancies occur in reliability checks, then the observers must re-evaluate the definitions for child ~~classroom~~ behavior, and clear up any procedural problems (like observing different children during a session or not marking symbols in the same time interval).

SUMMARY OF NARRATIVE RESPONSES FROM TEACHER SURVEY

I. USE OF SOCIAL SKILLS TRAINING

7. Which skill(s) do you feel was most useful for your students? (List not more than 3). Why?

- Helped in management of class (responding to teasing, interrupting appropriately, answering questions).
- These (interrupting appropriately, active listening and saying hello - greetings) were most relevant to their daily social skills' needs for their age level. (2)
- Helped children discover other ways (other than fighting physically) of solving some of their problems. Giving and accepting negative feedback and responding to teasing were the skills used.

8. Which skill(s) posed the most problem in teaching? (List not more than 3). Why?

- They were a little dull (conversation, making friends).
- Students had difficulty understanding advantages of negotiation. Wanted their own way (lack of maturity). Rationales had difficulty understanding distinction between rationales and excuses.

9. Which skill(s) posed the most problem in role-playing? (List not more than 3). Why?

- Conversation was a "contrived" role-playing situation.
- Sequence of skill steps were lengthy and complicated. Students found it difficult to relate this skill even though additional days were spent on negotiations.

10. What problems did you encounter in teaching social skills (e.g., students acting out, not paying attention, non-verbal students)?

- Non-acceptance of some of the students into the group - later groups were more tolerant of these students.
- 1) Some of the students spoke too softly or were very shy so the rest of the class had a difficult time hearing what they said. 2) Some students were not paying attention (bored?).
- After several skills, the repeated nature of role-playing had to be altered to maintain enthusiasm and interest. Basically, the students were very good about role-playing most of the time and came to accept it.
- Special education students could not necessarily fulfill their part within the group.
- Problem was using the same routine week after week. Perhaps children didn't mind, but I found the routine progress rather monotonous. (2)
- Acting out student. One who would role-play but only after lots of encouragement. Students would put-down others.

11. How did you deal with the problems you encountered?

- I tried to come up with unusual activities. I referred to them as review. We tried to see how the skills built on one another.
- 1) Had the students stand about 15 feet apart so they were forced to speak louder; 2) Had students critic the role-playing - were the steps followed? What would you do if...
- Tried using overhead, used art instead of role-playing.
- 1) Verbal recognition for those displaying positive behavior; 2) Try to re-direct those having negative behavior; 3) Used problem solving session where all students agreed to ignore silliness of other students; and 4) Kept some after session completed.
- Tried puppets, comic strip drawings, writing it out, etc.

13. Did you use any specific technique in managing the behavior of your students when teaching social skills? (e.g., point system, privileges). If yes, please briefly describe the technique used:

- Students "fed" a box when they saw classmates using skills or when they used skills. Charted the results on chart paper, writing the number of times they were seen using skills and the number of times they were observers. Need more ideas for this!
- Passed out certificates to reward use of skills I noticed being used (example: active listening). Always mentioned the students who were listening with positive remarks, smile or touch.
- Grouped the youngsters into groups with a leader. Responsibility of the leader to help. The group had to cooperate and help one another.

16. Did you receive any parental support? If yes, what type of support did you receive?

- During the parent-teacher conference, the parents expressed their approval of such a program that will enhance acceptable behavior.
- Parents were willing to donate supplies used for demonstrations. Parents went on a field trip.

PART III. TRAINING & OBSERVATIONS

2. What improvements could be made to the training you received?

- 1) Working with students or having demonstrations or video of work with students; 2) Having more variety in presenting social skills rather than only role-playing.
- New methods or activities for social skills rather then the same procedures week after week. (3)
- Practice conducting a class.

4. What improvements could be made to the Training Manual?

- 1) Include alternative ways to introduce skills - grabbers; 2) Games, activities that could be used with social skills training and 3) Ideas for maintenance and generalization. (5)
- To "list" ideas for us to use in teaching social skills. Role-playing is good, but you can't do this all year. Ideas should have been listed for us to select rather than me creating all the ideas for you. (3)
- Languages of skill steps can be improved. Perhaps utilize flow chart model for those "if yes - then, if no - then" situations.

9b. Would you like to continue the observations by YDRC staff during the coming school year? Please explain why or why not.

- I find professional observation very helpful - when I can get it.
- I appreciate the write up of the observations. Helped to validate teaching. (2)
- I would like to see more demonstrations by staff in the classrooms.
- The observation feedback was helpful. I would like to implement Jigsaw and TGT and would like assistance in its initial stages.

11. Do you feel you need further training in teaching SOCIAL SKILLS?

- I'd like to work on reinforcement strategies.
- More in terms of ideas. How to teach the skills other than role-playing.
- How to generate more enthusiasm and to motivate students to use the skills.
- Yes, in terms of review and reinforcement, in hearing, sharing and learning of the concerns of others.
- In negotiating, persuation.

13. Do you feel you need further training in using STUDENT TEAM LEARNING? If yes, please specify what specific areas of training you feel you need.

- I'd like to meet with teachers who have teamed more than I. I have more questions now that I've tried it. I'd like to write up some specific units and get someone to critique them. (3)
- I would like a workshop where we could actually develop our own materials for Jigsaw and TGT. (2)

IV. GENERAL

1. What factors, if any, do you believe contribute in a major way to the success of the program?

   - The YDP staff was very thorough and followed through well. The faculty was very open and flexible. The students see the activities as "play" and are happy to do them.
   - A teacher's commitment, attitude, and enthusiasm. That was difficult to maintain throughout the year especially with constantly trying to move students along in other areas. (4)
   - Utilization of skills outside of class with instant feedback from adult in charge. Parental involvement so the skills may be reinforced at home. (2)
   - Teacher training, feedback and follow-up. Student enjoyment of social skills training and STAD.

2. What obstacles, if any, have you seen that are limiting the success of the program?

   - The skill training is isolated from the rest of the learning activities. Students need more opportunities to practice in a semi-structured setting.
   - 1) Lack of materials in the curriculum areas. All the quizzes in social studies were teacher made. It was very time consuming; 2) Maturity level of students was a detriment.
   - Lack of variety in teaching strategies, need for more supplementary activities to maintain and reinforce the skills.
   - Time constraints. Preparing lessons for STAD took up a lot of weekends.
   - If the skills are not "reinforced" by the teacher throughout the year - it is not the attractiveness of the bulletin board of room displays that instill success, it is the teacher herself believing in the program and expanding ideas into other subject matter so the children are always aware and its not isolated to one subject area.
   - The children are all not serious about the social skills presently. Hopefully the time will come when they will find this knowledge most helpful. Also they are not being reinforced at home.

3. What effects, if any do you feel the program has had on the regular school program?

   - I think it's sensitized some teachers to the concept of teaching the whole child.
   - Perhaps it's too soon, but I don't seem to feel that I've effected many positive changes in my students.
   - Awareness of social skills gave students and teachers a "base"...a point of reference. Students attempted to be cooperative in STL.

- Many members of the staff have become interested. Older students who have classes in the sixth grade classes have asked about what's going on. Maybe they'll want to participate (e.g., one former student said, "How come we never do that?").
- 1) For the women, it seems, the program has affected the teachers more than the youngsters. The seventh and eighth grade teachers seem to want to do something - when we talk, they seem to tune in; 2) We have only so much time and so much to teach that taking one period a week is a lot.
- Positive. It was so good to go on the field trip and if the children were teased, you could easily remind them to use the skill they learned.
- STAD has been very successful in getting students to study harder for tests and doing activities in social studies. Students prefer to work in teams than individually.
- Has helped some of the children with alternative ways of dealing with a problem.

5. What changes, if any would you suggest for next year?
   - 1) Parental involvement; 2) Administrators becoming good models for others in using social skills; 3) Try to incorporate during social skills training a way students can share problems, feelings, thoughts so that students can begin to know each other better as people doing so might create a greater awareness of what social skills can do; and 4) Perhaps the social skills training should be more activity oriented. Example: for problem solving - a problem would be givin to a group to solve utilizing the skill steps.
   - We should encourage parents of "high risk" students to be active participants of the YDP program. Will this affect the study?

8. What might be done to facilitate the teachers' meetings to make them more informative and productive?
   - Slide presentation of bulletin boards - get ideas what others are doing. Teacher would share what he/she is doing when the slide of her board is shown. Forces us to share.
   - 1) Ideas to keep interest and enthusiasm up; 2) Where other grade levels are and what they're doing and 3) What's happening in other schools nationwide in social skills training.
   - Exchange of ideas - within small groups - cross grade level.
   - Do practice refresher workshops rather than only evaluative discussions.

9. OTHER COMMENTS/SUGGESTIONS ON THE PROJECT:
   - I've found it one of the most worthwhile in-services in which I've participated. I wish I had been even more involved.

- Although out of the project next year, I (4th grade teacher) will conduct social skill sessions and use student team learning in my teaching. I hope I'll do a better job next year, using this year's success and failures to guide me. At least I'll be better prepared.
- Demonstration and follow-up of student team learning and social skills would have been helpful.
- The project is good. There is a need for youngsters to learn the social techniques to be able to function harmoniously in our society.
- Although I see that there are many areas of project that can be improved, I support it because it is trying to address some of people's social problems which ultimately affect performance in our jobs whether we are students, teachers, etc. It is also a step into the direction of cooperative learning which I feel is necessary and positive. The YDP staff has been supportive beyond what was called for - and your credibility lies in your modelling of positive social skill, working in team efforts, etc.